

Lesson Plans for SHARON K MCKEMIE, Fowler

Week of Monday, September 01, 2014

Monday, September 01, 2014
Day -1

Tuesday, September 02, 2014
Day 6

Wednesday, September 03, 2014
Day 7

Thursday, September 04, 2014
Day 8

Friday, September 05, 2014
Day 9

SpringBoard ILA 7

<p>NOSCHOOL</p>	<p>Standards/Learning Targets:</p>	<p>Standards/Learning Targets:</p>	<p>Standards/Learning Targets:</p>	<p>Standards/Learning Targets:</p>
	<p>I can select an engaging lead for my personal narrative; I can draft a lead for my personal narrative</p>	<p>I can communicate the importance of or reasons for choices or consequences. I can evaluate narratives for strengths and weaknesses.</p>	<p>I can analyze personal narrative essays.</p>	<p>I can understand characterization. I can recognize the relationship between choice and character.</p>
	<p>Academic Vocabulary: Action, Reaction, Dialogue, Ba-Da-Bing</p>	<p>Academic Vocabulary:</p>	<p>Academic Vocabulary:</p>	<p>I can understand the key components of an effective narrative.</p>
	<p>Activities/Bloom's Level/Indicators of Engagement: 1. Warm-up 2. SSR 3. Pass out LEADS handout 4. Review Good Leads Power Point which show students a variety of ways to start their Personal Narrative including action, reaction, and dialogue -- 20 min -- Remembering/Understanding 5. Review Ba-Da-Bing Power Point showing how to construct a strong lead using one of the five senses --20 min -- Remembering/Understanding 6. Ba-Da-Bing 4 Square - Students will be writing four Ba-Da-Bing sentences each with a different sense. They need to revise and edit each sentence. Next, they will divide a blank sheet of white paper into four squares. Each square will have one of their constructed Ba-Da-Bing sentences and an illustration of the sentence as well -- 40 min --Creating/Applying</p>	<p>Activities/Bloom's Level/Indicators of Engagement: 1. Warm-Up 2. SSW -- Free Write 3. Unpack Narrative Rubric -- 20 minutes -- analyze/understand 4. Writing Workshop Activity 1 -- 45 minutes -- understand/analyze -- Discuss with students different stories they have read. Ask what makes a story great versus good. How can a storyteller influence a story? -- List elements that all good stories have in common. --Conduct a shared reading of "Let's Go to the Videotape". As students read have them place a check-mark next to any of the elements that make a story great. Next to the check-mark, write out what element it is. --Finally, have students answer question 4 with their table groups. What is the main focus of the story? Have groups share their answers at the end. 5. Analyze narrative essays written by previous students -- If time remains -- analyze/evaluate</p>	<p>Activities/Bloom's Level/Indicators of Engagement: 1. Warm-up 2. SSR 3. Analyze narrative essays written by previous students. Have students read a variety of essays with a variety of scores-- 20 min -- analyze/evaluate 4. Writing Workshop Activity 2 -- 40 min -- creating/applying -- Write an essay in which you made a choice that carried an important consequence -- Model brainstorming ideas with students -- Write an essay as a class.</p>	<p>I can apply narrative elements to story telling. I can draft ideas about personal incidents involving choice.</p>
	<p>Assessment: Ba-Da-Bing 4 Square - DAILY</p>	<p>Assessment: Writing Workshop Activity 1 -- Formative</p>	<p>Assessment: N/A</p>	<p>Academic Vocabulary: characterization, incident</p>
	<p>Homework: N/A</p>	<p>Homework: N/A</p>	<p>Homework: N/A</p>	<p>Activities/Bloom's Level/Indicators of Engagement: 1.Warm-up 2.SSR</p>
	<p>Materials Needed: White Paper (1 per student)</p>	<p>Materials Needed: Writer's Workshop Packet (1 per), Narrative Rubric Handout (1 per)</p>	<p>Materials Needed: Student Essays</p>	<p>3.Springboard 1.6 -- Tough Choices That Reveal Character -- "Staying Fat for Sarah Byrnes" -- 40 min -- understanding -- Read "About the Author" -- Complete a Shared Reading -- After reading "Chunk 1", have students highlight any words or phrases that indicate how the main character feels. -- After reading "Chunk 2", have students list the three main characters and the choices they make in the "My Notes" sections. -- After reading "Chunk 3", have students write a reaction to the narrators choices she makes at the end of the passage. -- Discuss how perspective plays an important role in the narrative. Ask students to consider how Ronnie or the coach would have perceived this event. 4.Springboard 1.7 -- Exploring Personal Narrative -- 30 min -- creating/evaluating -- Complete questions 1-4 in table groups (pg 13) -- Review Incident with students under the "Literary Terms" box. Emphasize the importance on focusing on a small incident rather than a large. -- Have students complete the table below. The must pick an incident in their life, determine any choices that made that led to that incident, and give a quick order of events.</p>
				<p>Assessment: S.B. 1.7 Incidents Table -- Formative</p>

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Homework:

Materials Needed:
Springboard

English Language Arts and Reading,
Grade 7English Language Arts and Reading,
Grade 7

No School -- Labor Day

Standards/Learning Targets:

I can select an engaging lead for my personal narrative; I can draft a lead for my personal narrative

Academic Vocabulary:

Action, Reaction, Dialogue, Ba-Da-Bing

Activities/Bloom's Level/Indicators of Engagement:

1. Warm-up
2. SSR
3. Pass out LEADS handout
4. Review Good Leads Power Point which show students a variety of ways to start their Personal Narrative including action, reaction, and dialogue -- 20 min -- Remembering/Understanding
5. Review Ba-Da-Bing Power Point showing how to construct a strong lead using one of the five senses --20 min -- Remembering/Understanding
6. Ba-Da-Bing 4 Square - Students will be writing four Ba-Da-Bing sentences each with a different sense. They need to revise and edit each sentence. Next, they will divide a blank sheet of white paper into four squares. Each square will have one of their constructed Ba-Da-Bing sentences and an illustration of the sentence as well -- 40 min --Creating/Applying

Assessment:

Ba-Da-Bing 4 Square - DAILY

Homework:

N/A

Materials Needed:

White Paper (1 per student)

Standards/Learning Targets:

I can communicate the importance of or reasons for choices or consequences.
I can evaluate narratives for strengths and weaknesses.

Academic Vocabulary:

Activities/Bloom's Level/Indicators of Engagement:

1. Warm-Up
2. SSW -- Free Write
3. Unpack Narrative Rubric -- 20 minutes -- analyze/understand
4. Writing Workshop Activity 1 -- 45 minutes -- understand/analyze -- Discuss with students different stories they have read. Ask what makes a story great versus good. How can a storyteller influence a story? -- List elements that all good stories have in common. --Conduct a shared reading of "Let's Go to the Videotape". As students read have them place a check-mark next to any of the elements that make a story great. Next to the check-mark, write out what element it is. --Finally, have students answer question 4 with their table groups. What is the main focus of the story? Have groups share their answers at the end.
5. Analyze narrative essays written by previous students -- If time remains -- analyze/evaluate

Assessment:

Writing Workshop Activity 1 -- Formative

Homework:

N/A

Materials Needed:

Writer's Workshop Packet (1 per),
Narrative Rubric Handout (1 per)

Standards/Learning Targets:

I can analyze personal narrative essays.

Academic Vocabulary:

Activities/Bloom's Level/Indicators of Engagement:

1. Warm-up
2. SSR
3. Analyze narrative essays written by previous students. Have students read a variety of essays with a variety of scores-- 20 min -- analyze/evaluate
4. Writing Workshop Activity 2 -- 40 min -- creating/applying -- Write an essay in which you made a choice that carried an important consequence -- Model brainstorming ideas with students -- Write an essay as a class.

Assessment:

N/A

Homework:

N/A

Materials Needed:

Student Essays

Standards/Learning Targets:

I can understand characterization.
I can recognize the relationship between choice and character.
I can understand the key components of an effective narrative.
I can apply narrative elements to story telling.
I can draft ideas about personal incidents involving choice.

Academic Vocabulary:
characterization, incident

Activities/Bloom's Level/Indicators of Engagement:

- 1.Warm-up
- 2.SSR
- 3.Springboard 1.6 -- Tough Choices That Reveal Character -- "Staying Fat for Sarah Byrnes" -- 40 min -- understanding -- Read "About the Author" -- Complete a Shared Reading -- After reading "Chunk 1", have students highlight any words or phrases that indicate how the main character feels. -- After reading "Chunk 2", have students list the three main characters and the choices they make in the "My Notes" sections. -- After reading "Chunk 3", have students write a reaction to the narrators choices she makes at the end of the passage. -- Discuss how perspective plays an important role in the narrative. Ask students to consider how Ronnie or the coach would have perceived this event.
- 4.Springboard 1.7 -- Exploring Personal Narrative -- 30 min -- creating/evaluating -- Complete questions 1-4 in table groups (pg 13) -- Review Incident with students under the "Literary Terms" box. Emphasize the importance on focusing on a small incident rather than a large. -- Have students complete the table below. The must pick an incident in their life, determine any choices that made that led to that incident, and give a quick order of events.

Assessment:

S.B. 1.7 Incidents Table -- Formative

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Homework:

Materials Needed:
Springboard